Year 1 Maths Assessment

	Below	Working Towards	Working at Expected Standard	Working at Greater Depth
Number – Number and Place Value				
Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number	Count on from 0 to 20 Count on from any number to 20 Count back from 20 to 0 Count back from any number less than 20 to 0	Count on from 0 to 50 Count on from any number to 50 Count back from 50 to 0 Count back from any number less than 50 to 0	Count on from 0 to 100 Count on from any number to 100 Count back from 100 to 0 Count back from any number less than 100 to 0	
Count in multiples of 2s, 5s and 10s	Count in 2s to 10 Count in 10s to 50	Count in 2s to 20 Count in 5s to 50	Count in 2s to 50 Count in 5s to 100 Count in 10s to 100	Suggest their own reasoned ideas about number sequences
Read and write numbers to 100 in numerals	Read and write all numerals accurately to 20	Read and write all numerals accurately to 50	Read and write all numerals accurately to 100	
Given a number, identify 1 more or 1 less.	Know 1 more than a given number to 20 Know 1 less than a given number to 20	Know 1 more than a given number to 50 Know 1 less than a given number to 50	Know 1 more than a given number to 100 Know 1 less than a given number to 100	
Read and write numbers from 1 – 20 in numerals and words	Read all numbers to 5 in words Write all numbers to 5 in words	Read and write all numbers to 10 in numerals Read and write all numbers to 10 in words	Read and write all numbers to 20 in numerals Read and write all numbers to 20 in words	Read and write all numbers to 20 in numerals without making reversals
Use the language of equal to, more than, less than (fewer), most, least	Use the language of more than, less than	Use the language of equal to, more than, less than	Use the language of equal to, more than, less than (fewer), most, least	
Number - Addition and Subtraction				
Read, write and interpret mathematical statements involving + - = signs.	Recognise + - = sign	Use + - = sign and solve statements with concrete objects	Record statements using + - = in written form	
Represent and use number bonds and related subtractions facts within 20.	Know and use all addition bonds to 5 Know and use all subtraction facts to 5	Know and use all addition bonds to 10 Know and use all subtraction facts to 10	Know and use all addition bonds to 20 Know and use all subtraction facts to 20	
Add and subtract 1- digit and 2-digit numbers to 20, including zero.	Add two 1- digit numbers to ten Subtract two 1-digit numbers	Add two 1- digit numbers up to 20 and record this in written form Subtract a 1- digit number from a 2-digit number up to 20 and record this in written form	Add two numbers that equal any number up to 20, including zero mentally Subtract a 2- digit number from a 2-digit number up to 20 mentally Record addition and subtraction calculations in written form	
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	Solve one step problems involving addition within 10, using concrete objects Solve one step problems involving subtraction within 10, using concrete objects	Solve one step problems involving addition within 10, using concrete objects and pictorial representations Solve one step problems involving subtraction within 10, using concrete objects and pictorial representations	Solve one step problems involving addition within 20, using concrete objects and pictorial representations Solve one step problems involving subtraction within 20, using concrete objects and pictorial representations Solve missing number problems involving addition or subtraction within 20, using concrete objects and pictorial representations	
Number - Multiplication and Division				
Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Solve one step problems involving multiplication to 10, using concrete objects	Solve one step problems involving multiplication and division to 10, using concrete objects, pictorial representations and arrays	Solve one step problems involving multiplication and division to 20, using concrete objects, pictorial representations and arrays Use concrete objects to find double of a number	Know and recall doubles to double 10.
Number: Fractions				
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Show they understand that halves are two equal parts	Use practical apparatus to show half of a given number of objects Estimate what half of a given shape might be	Find half of a quantity Recognise half of a given shape	
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Show they understand that quarters are four equal parts	Estimate what a quarter of a given shape might be	Use practical apparatus to show a quarter of a given number of objects	Identify what fraction of a shape is shaded.

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Measures				
Compare, describe & solve practical problems for: Lengths & heights and Mass/weight	Use the following vocabulary correctly in context: long, short, longer, shorter, tall, short, double, half Use the following vocabulary correctly in context: heavy, light, heavier than, lighter than	Compare two objects and say which is longest/shortest Compare two objects and say which is tallest/shortest Compare two objects and say which is heaviest/lightest	Order up to three objects by length Order up to three objects by height Order up to three objects by weight Begin to use measuring tools such as a ruler, weighing scales etc	Compare and order four items that are quite similar in length Compare and order four items that are quite similar in height Compare and order four items that are quite similar in mass
Compare, describe & solve practical problems for: Capacity & Volume	Use the following vocabulary correctly in context: full, empty, more than, less than, half full, quarter full	Compare two containers and say which is full, empty and half full	Order more than two containers by volume	
Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). Recognise & use language relating to dates, including days of the week, weeks, months, years	Use terms such as today, tomorrow and yesterday accurately Use terms such as first, next, after and before accurately	Order events that occur in the morning, afternoon and evening	Order the months of the year and know how many months are in a year Order the days of the week and know how many days are in a week	
Compare, describe & solve practical problems for time		Compare the movements of two objects and describe which is slower, quicker	Use the following vocabulary correctly in context: slower, quicker, earlier, later	
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Can read o'clock times	Can make o'clock times	Can read and make half past times	
Recognise & know the value of different denominations or coins & notes	Begins to recognise 1p, 2p, 5p, 10, 20p, 50, £1, £2 coins and £5, £10 and £20 notes	Compare and order coins based on value Compare and order notes based on value	Count amounts of coins up to £1 Use greater than, less than or equal to to compare each set of coins	Make given amounts up to £1 using coin combinations
Geometry – Properties of shape				
Recognise and name common 2D and 3D shapes, including: 2D shapes e.g. rectangles (including squares), circles and triangles.	Identify circles, triangles, rectangles and squares Identify 2D shapes in the environment	Name circles, triangles, rectangles and squares Identify sides and corners of 2D shapes	Describe 2D shapes using sides and corners Identify 2D shapes in any orientation	Make comparisons, drawing out the properties of shape and using language such as straight, curved, number of vertices.
Recognise and name common 2D and 3D shapes, including: 3D. e.g. cuboids (including cubes), pyramids, spheres.	Identify 3D shapes in the environment Identify cubes, pyramids, spheres and cylinders	Name cubes, pyramids, spheres and cylinders	Describe 3D shapes using appropriate vocabulary e.g. faces, surface, vertices	Make comparisons, drawing out the properties of shape and using language such as straight, curved, number of vertices.
Geometry – Position and Directions				
Describe position, direction and movement, including half, quarter and three-quarter turns	Understand and use the vocabulary full turn, half turn	Demonstrate full, half, quarter and three-quarter turns Describe position, direction, movement using vocabulary top, middle, bottom, on top of, in front of, up, down, forwards, backwards.	Describe position, direction, movement using vocabulary left, right, top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside, outside Turn an object and say which direction they have turned it	Identify how a shape / object has been turned

Highting Code Baseline Autumn Spring Summer